

The MBBS Professionalism in Practice Programme: Assessment and Feedback

Julie Chen MD, FCFPC

Bau Institute of Medical and Health Sciences Education &
Department of Family Medicine and Primary Care
The University of Hong Kong

CETL Join-the-Conversation (4):

Assessment and Feedback in Experiential Learning
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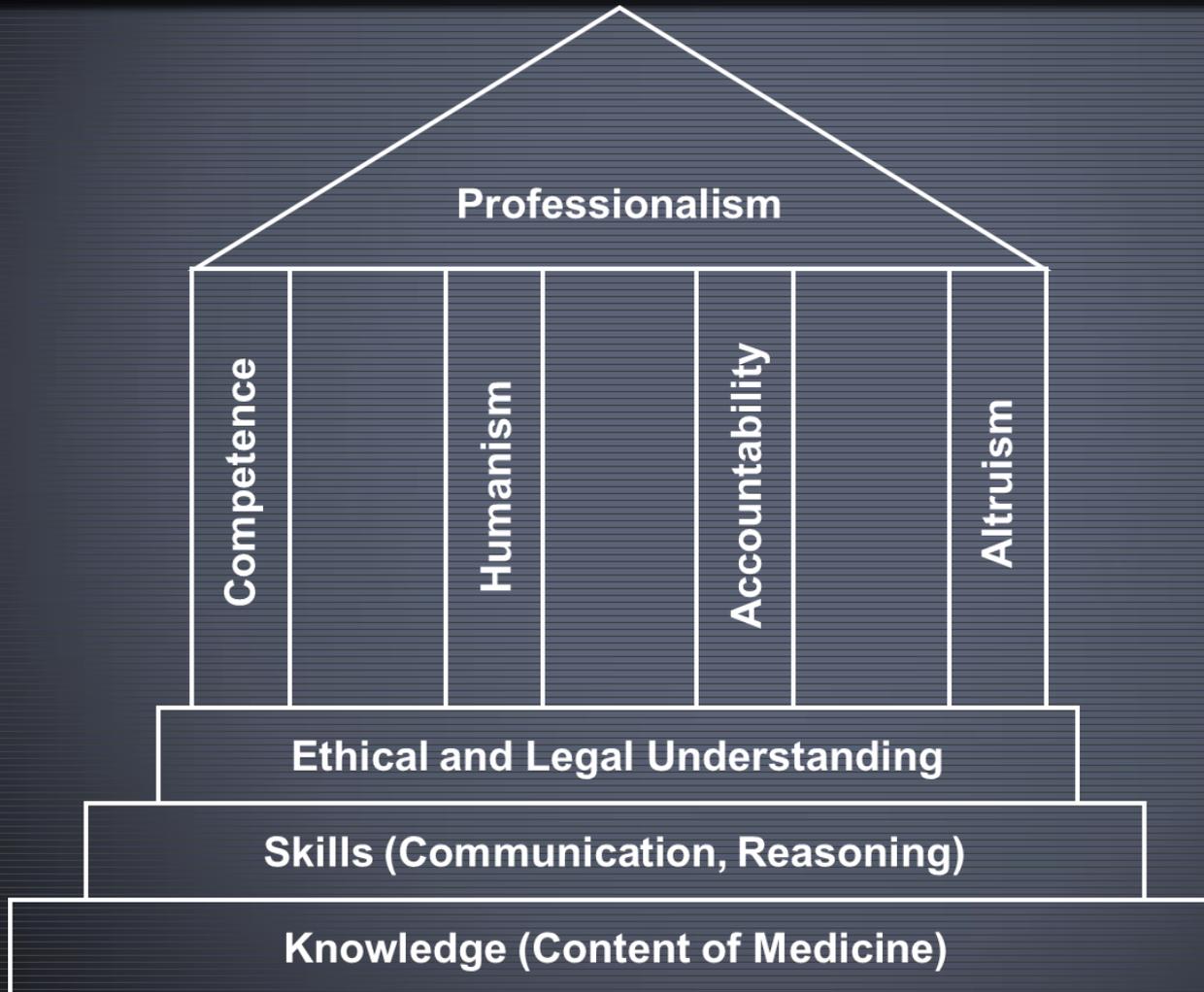
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Overview

- **The context** What is professionalism? Why is it important? How can it be learned?
- **The experience** of learning professionalism through attachment with a family doctor
- **The assessment** of understanding and attitudes/behaviours
- **The feedback** from preceptors to students

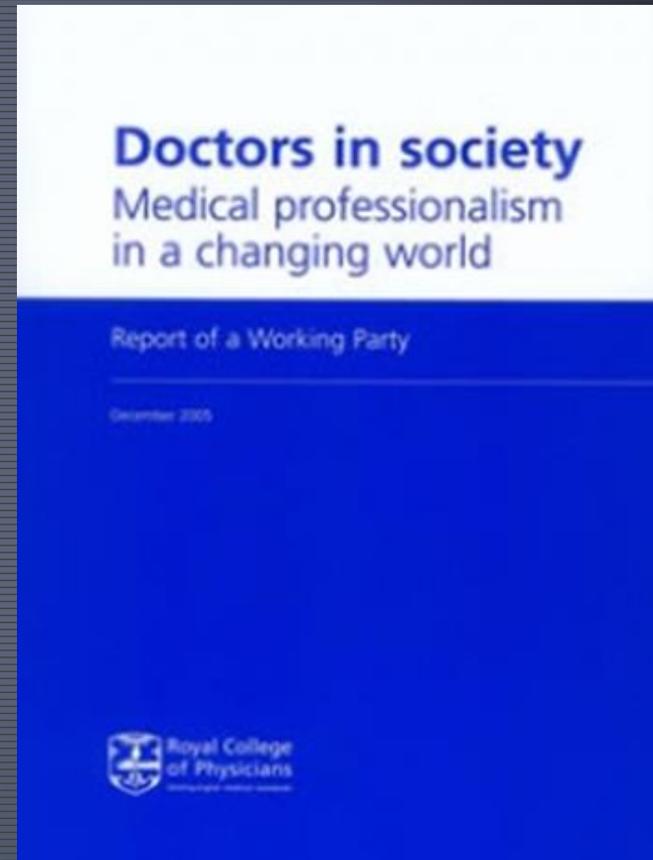
What is professionalism?



What is professionalism?

“a set of values, behaviours, and relationships that underpins the trust the public has in doctors”

**doing the right thing in the right way for the right reasons*



Why is it important?

Annals of Internal Medicine

ESTABLISHED IN 1927 BY THE AMERICAN COLLEGE OF PHYSICIANS

Plagiarism in Residency Application Essays

Scott Segal, MD, MHCM; Brian J. Gelfand, MD; Shelley Hurwitz, PhD; Lori Berkowitz, MD; Stanley W. Ashley, MD; Eric S. Nadel, MD; and Joel T. Katz, MD



Unprofessional Behavior in Medical School Is Associated with Subsequent Disciplinary Action by a State Medical Board

Maxine A. Papadakis, MD, Carol S. Hodgson, PhD, Arianne Teherani, PhD, and Neal D. Kohatsu, MD, MPH

How is professionalism learned?

Transition from medical student to doctor requires:

- Scientific knowledge¹
- Clinical skills¹
- **Values, attitude and professional character¹**
 - Learning strategy: setting expectations, providing experiences and evaluating outcomes
 - E.g: role modeling ^{2,3,4}
 - E.g: medical humanities^{4,5,6}

1. Kenny N, et al Academic Medicine. 2003
2. Weissman PF, et al. Academic Medicine. 2006;
3. Loh K-Y, et al Medical Education. 2010
4. Cox M and Irby D. NEJM 2006
5. Doukas D et al. Academic Medicine 2012
6. Coulehan J. Acad Med 2005.

How is professionalism learned?

You don't have to "teach" professionalism

But you could:

- create a professional **educational culture**
- act as excellent **role models**
- help students **reflect** on professionalism
- develop it through **explicit relevant activities**
- monitor their behaviours, give feedback on it and tell them it is professionalism**
- Patients, patients, patients!

The Experience (1): Professionalism in Practice

- **3 year longitudinal programme** built on early clinical contact with the same primary care preceptor
- **Focus on different aspects of professionalism**
 - Year 1 **humanism**
 - Year 2 responsibility and altruism
 - Year 3 competence



The Experience (2)

Year 1 Overview

Learning outcome	Learning activity	Assessment
Discuss the idea of what it means to be a doctor	Preceptor attachment (interview preceptor) Debriefing	Reflective essay
Reflect upon the various professional roles and responsibilities of a primary care doctor	Seminar Preceptor attachment (observe/discuss with preceptor) Debriefing	
Articulate a personal oath of professionalism that befits a Year 1 medical student	Preceptor attachment Debriefing	Personal oath
Demonstrate professional attitudes and behaviour	Preceptor attachment	Demonstration of professional attributes

Assessment – attitude and behaviour (1)

**MBBS Year I
Professionalism in Practice Programme
Professionalism Assessment by Preceptor**

Student Name : _____ Year of Study: _____

Date of Attendance : _____

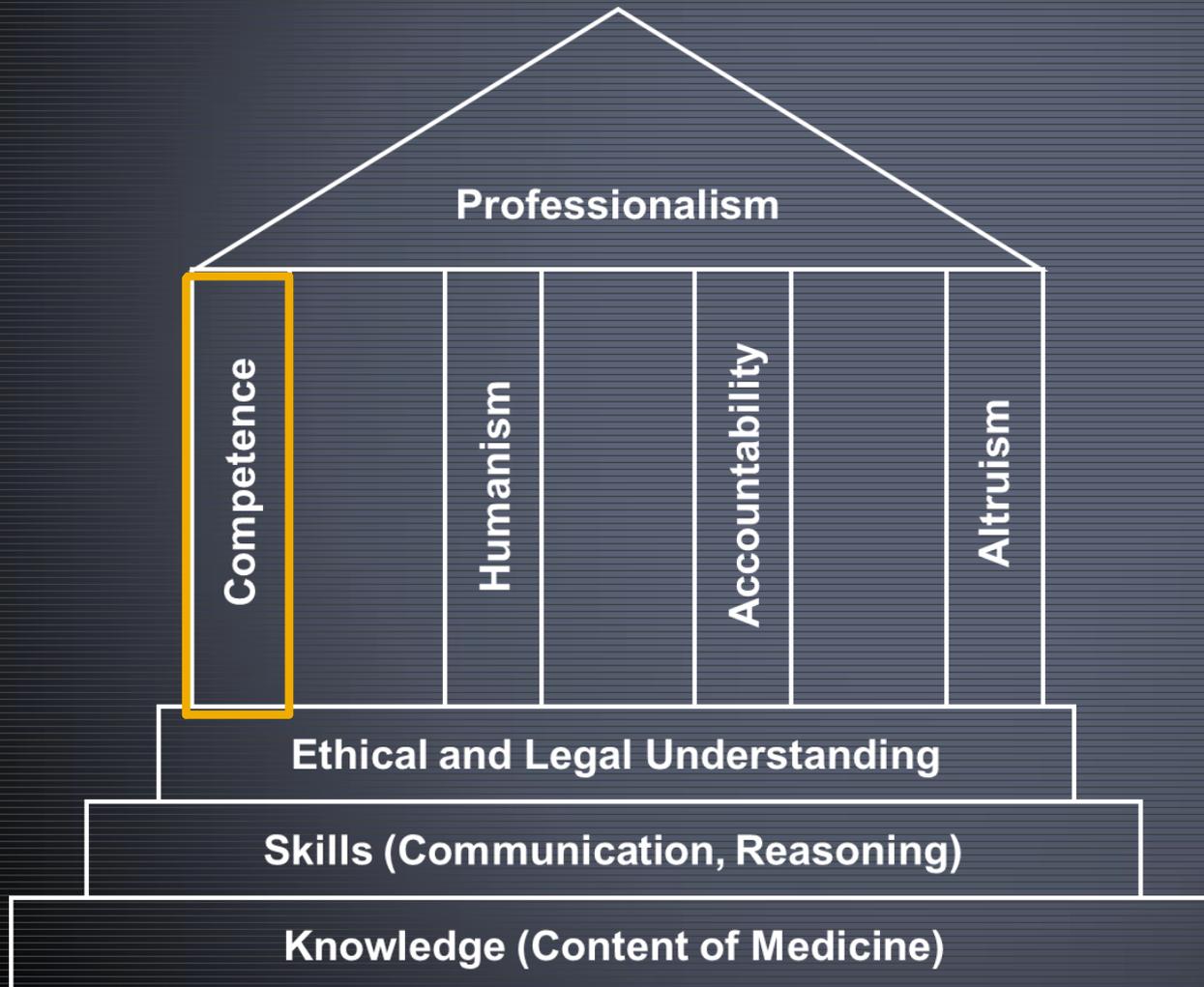
Please give a rating based on how well the student met expectations for his/her year of study:

1= unacceptable 2- below expectations 3= met expectations 4= exceeded expectations

		1	2	3	4	N/A
1.	Punctuality	<input type="checkbox"/>				
2.	Appropriate dress and appearance	<input type="checkbox"/>				
3.	Showed interest, engaged	<input type="checkbox"/>				
4.	Well prepared and took initiative for own learning	<input type="checkbox"/>				
5.	Sought feedback or advice for self-improvement	<input type="checkbox"/>				
6.	Communicated with appropriate language and behaviour	<input type="checkbox"/>				
7.	Showed respect for preceptor, patients and clinic staff	<input type="checkbox"/>				
	Overall impression	<input type="checkbox"/>				

Additional comments:

Assessment – attitude and behaviour (2)

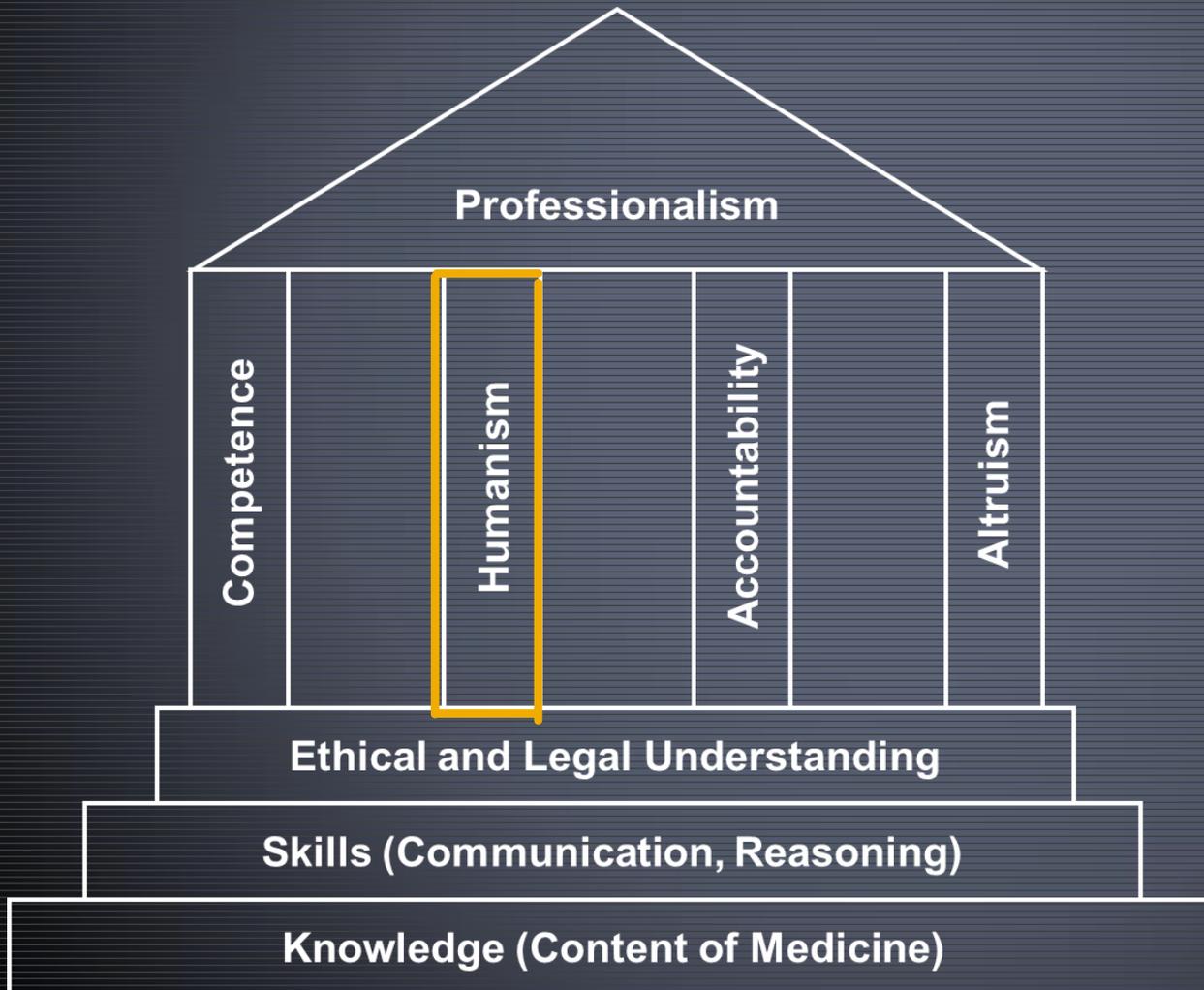


=Excellence
=Improvement of
quality

Year 1 student

=Seeks feedback
and advice for
self
improvement

Assessment – attitude and behaviour (3)

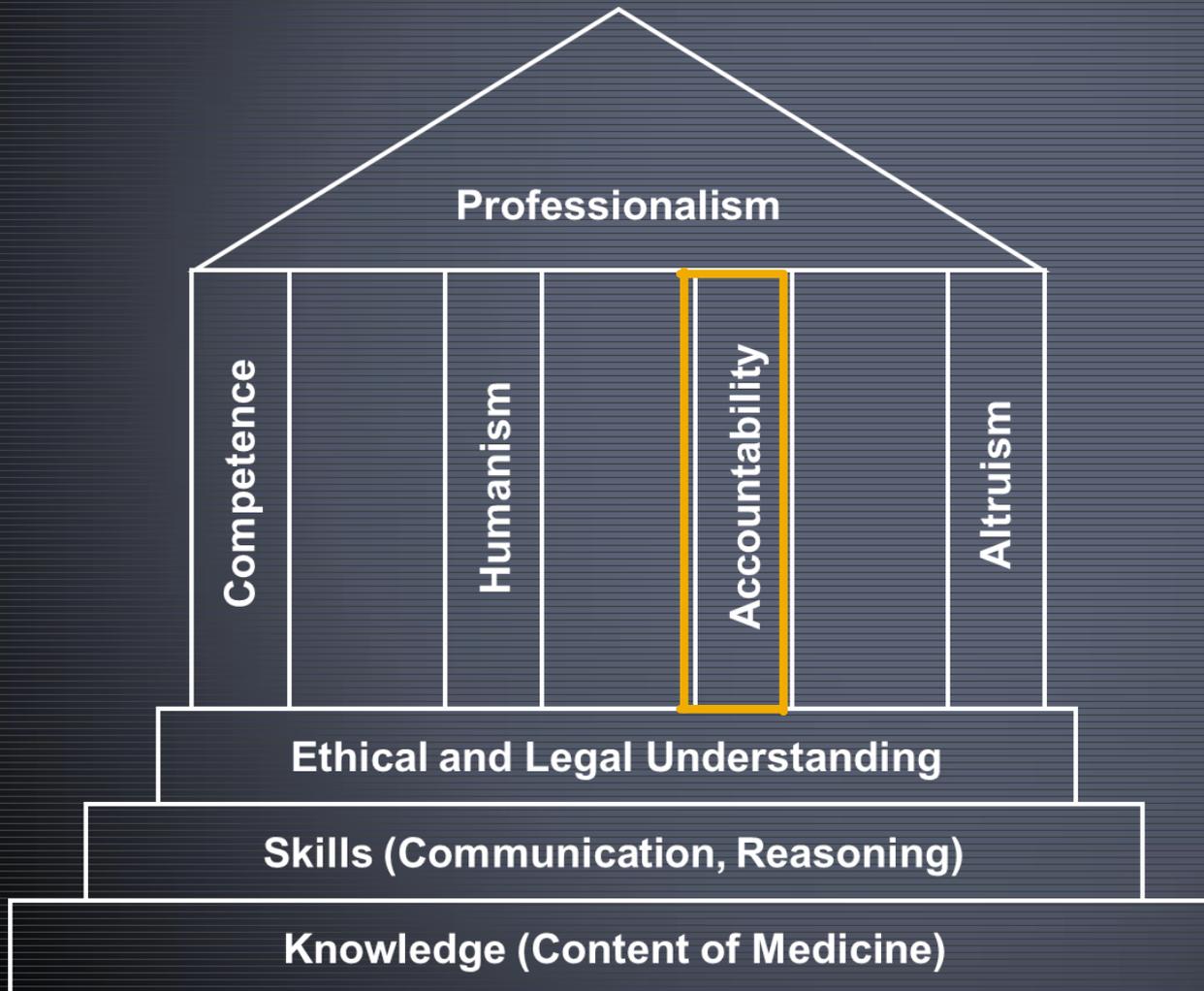


=Respect
=Compassion
=Empathy

Year 1 student

=Appropriate
dress
=Shows respect
for preceptor,
patients and
clinic staff

Assessment – attitude and behaviour (4)



=Responsibility
=Duty
=Commitment
=Quality

Year 1 student

=Punctuality
=Well prepared
and takes
initiative for own
learning

Assessment and Feedback

MBBS Year I
Professionalism in Practice Programme
Professionalism Assessment by Preceptor

Student Name : _____ Year of Study: _____

Date of Attendance : _____

Please give a rating based on how well the student met expectations for his/her year of study:

1= unacceptable 2- below expectations 3= met expectations 4= exceeded expectations

		1	2	3	4	N/A
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7.	Showed respect for preceptor, patients and clinic staff	<input type="checkbox"/>				
	Overall impression	<input type="checkbox"/>				

Additional comments:

The student's report on the visit will be sent to you for marking about 4-6 weeks following the visit. Please indicate how you would like to receive the student's report:

By email By fax By post

“Asks practical & intuitive questions; Conscientious thorough & logical thinking; Appropriate manner – being calm, polite, no overreacting; Openness to experience, willing to try even uninterested task or topics.”

“I gave the student opportunity to talk to patient. She could communicate well and established rapport with patient discussing on issues of weight control.”

Assessment - Understanding

My Personal Medical Student Oath

As a year 1 medical student at the University of Hong Kong, and as a future physician,

I will work hard

to acquire the knowledge which may benefit my future patients. To do this, I will not study only for examination purposes but will also look seek knowledge from various sources that can help me become a more knowledgeable physician.

I will be humble

and always acknowledge the fact that there are still many things for me to learn. To do this, I will be prepared to learn things that I am not familiar with and see learning as a lifelong process.

I will acknowledge

my limitations and be willing to ask for help from my teachers, fellow students and other members of the faculty when I need.

I will actively engage

in different activities inside and outside medical school which may help me prepare to become a better physician. These include attachment programmes, clinical visits, community services, etc.

I will admit

my mistakes when I make them, and learn from them afterwards so that I can avoid making them again in the future

I will learn

the art side as well as the science side of medicine. To do this, I will learn to show the appropriate attitudes and behaviours when I face my patients, while learning the scientific knowledge of medicine.

Respectful (n=87)

Diligent (n=75)

Support (n=61)

Honest (n=58)

Equality (n=56)

Gratitude (n=53)

Responsible (n=51)

Assessment and Feedback

A. EFFORT

Below expectations					Meets expectations	Exceeds expectations				
Little effort shown in completing the task			Some interest or effort in completing the task.		Satisfactory effort in completing the task with adequate attention to presentation of work	Good effort and interest in completing the task with care		Great interest, effort and pride demonstrated in completing the task with care		
1	2	3	4	5	6	7	8	9	10	

B. CONTENT

Below expectations					Meets expectations	Exceeds expectations				
The writing is superficial and unrelated to the prompting question			Does not fully respond to the prompt and is purely a description without reflection		Responds to the prompt and shows some evidence that the preceptor visit triggered thinking about the topic	Responds fully to the prompt relating the observations of the visit to personal experiences		Responds fully to the prompt, demonstrates insightful observations and reflection on how this relates to prior experience/ views		
1	2	3	4	5	6	7	8	9	10	

FEEDBACK COMMENTS TO STUDENT:

Use of examples much more clear by illustrates the various elements of professionalism.

Thank you!

juliechen@hku.hk



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